

Meeting Summary Cabarrus County RtI Visit

Date: June 16, 2010

People Present:

Chatham County – Carlene White, Spencer Register, Natalie Lilley

Cabarrus County – Amy Jabloski, RtI & PBIS Coordinator

District Plan

Cabarrus has a 5-year district implementation plan, similar to the one that we have. Just as we have done, they have had to make some adjustments, which include scaling back and not adding as many schools as quickly as first intended. Their schools are also allowed to come on in stages. Before a school comes on with RtI, they complete an application. On the application the school selects the type of implementation, which includes:

- Full RtI Implementation
- Two Year Implementation
- AIMSweb Only

Forms

For the forms, they use those provided by the state. However, they also have made some adjustments to them to make them more user-friendly. For progress monitoring on all tiers they use AIMSweb. The time schedule is as follows:

Tier I – 1 x month

Tier II – 2 x a week

Tier III – 2/3 x a week

Tier IV (Special Education) – 1 probe in area(s) served 1 x month until 90 days before evaluation. The probe must be given on instructional level and grade level. 90 days before evaluation, the student must be progressed monitored 1 x week.

Schools are permitted to add additional data, but AIMSweb must be used.

Training

They provide training on the following topics:

- Nuts and Bolts of RtI (for administrators)
- RtI in a Nutshell
- AIMSweb (several levels)
- Tier I – IV paperwork
- Overview of RtI and PBIS
- Intervention Training

- Reading Foundations (The district has several people in the district who have been trained as trainers). This is a DPI training.

Much of the training was offered throughout the year on several occasions.

Personnel Comparison

Cabarrus	Chatham
RtI Coaches – These people are identified personnel, who were already at the school. Their role is to be experts in RtI for each grade level.	Case Managers – Role is still being defined more fully, but similar
Interventionists – Certified teacher in each K-12 school. Required to spend 90% of their time working with students providing interventions and progress monitoring	
RtI Lead Teachers – (optional) The school has the option of replacing two teacher assistants with a RtI Lead Teacher. The Lead Teacher provides staff development and provides needed support. See note *	
	Reading Teachers – Certified teachers who work with students struggling in reading
	Curriculum Coaches – Provide support to teachers in various areas
School Psychologists – Work with 2 schools	School Psychologists – Work with 3 to 4 schools

* One school had an RtI lead teacher last year, chose not to have one this year, but has made the decision to go back and have an RtI lead teacher

RtI Lead Teachers meet with Amy once a month

Interventionists were given the following option of professional development and earn 5 CEUs (not required):

- Intense instruction on progress monitoring
- Presentation skills
- Meet with school psychologist 1 x month
- Read intervention research articles and create a one page sheet of how to do the intervention and a fidelity check sheet to go with the intervention
- Additional training

AIMSweb

- Every K-2 school uses AIMSweb as part of their Literacy Assessment.
- School sets up a schedule within the two week timeframe given out by the district and use a school assessment team.
- The team uses a round robin approach to move students through quickly. If a person gives two probes, they would give one literacy and one math.
- For the R-CBM, they set up stations in the media center and moved the students through.
- Assessment teams consisted of 4 people minimum at each school.
- The students' data is entered into the system by the teachers.
- Took about 30 to 40 minutes per class.
- District purchased AIMSweb for the schools. The schools had the option on whether they wanted to purchase the Browser base for the additional \$1.00.
- In the AIMSweb system, they set up a school named "A Different School". This school is a holding place for students who transfer out of county.
- The new math CBM groups students by math strand, which they feel will be more beneficial
- Every school has an AIMSweb contact person, who worked with Amy
- Found the schools have more buy-in when they do the assessments verses a district team

Looking at Data

- When looking at their data, the schools must look at their subgroups. They found there were schools who had 80% or more of their students meeting the targets. However, when they looked at the subgroups, there was a group that was not meeting the targets. When this occurred, the school had to go back and look at their core curriculum and determine what was missing for this group.
- Due to the higher level of difficulty, AIMSweb scores typically dropped from the spring to the fall. Therefore, the students were addressed as follows:
 - Below the 10th percentile – Address immediately if not already being addressed (using the paperwork)
 - Between 25th – 50th percentile – Provide some interventions and progress monitor, but wait on paperwork until 2nd nine weeks to allow for summer regression
- For kindergarten students, no paperwork is started until second semester unless the student is a severe student.
- Grade levels meet once a month in the morning for 30 minutes. Students are put into some type of holding area.. This is a time for them to talk about their RtI students. It is also a time where some mini training is provided.

High Schools

Kansas Strategies were implemented with students who scored a 1 or 2 in 8th grade. After using the strategies found that 78% passed the English I EOG and 86% passed the course.

Discussion with Principal Greg Little

- Buy-in to RtI and AIMSweb was not hard due to they started with the opening of the school, which was new.
- Experienced difficulty with grades 3-5 having to work more with stations and small groups. RtI lead teachers worked with the classroom teachers on set ups.
- Took teachers to some other schools to observe
- In regards to the particular AIMSweb probes, the following was shared:
 - K-2 teachers bought in well to the phonics and phonemic awareness fluency probes.
 - 3-5 teachers brought in to the R-CBM fluency probe, but had more difficulty with the MAZE.
- Math has improved with the addition of math concepts and applications and see further improvement with the new M-CBM, which will focus on the strands.
- Found that ELL students will leave 1st grade on grade level with fluency, but will drop over the summer and not catch back up in 2nd grade. Currently working on trying to develop strategies to address the students' needs.
- Recommend that schools purchase the browser based.

Additional Recommendations from Amy and Greg

- Let AIMSweb and the paperwork tell the story of the student.
- Be sure to give the R-CBM to all 1st graders and above because this will follow the student through. Also found that the R-CBM is a good indicator of the student's success.
- The math fact fluency is an indicator of success in Algebra and success in algebra is an indicator of high school graduation.

General Information

- Schools must develop an RtI School Leadership Team (similar to our Implementation Team)
- With the budget difficulty, there is a possibility of the schools losing their interventionists, as well as the RtI coordinator next year.